DOCUMENT RESUME

ED 098 215 SP 008 575

AUTHOR	Adams, Arthur
TITLE	Master of Arts in Urban School Teaching (MUST)
INSTITUTION	Pepperdine Univ., Los Angeles, Calif. School of Education.
SPONS AGENCY	Los Angeles Unified School District, Calif.
PUB DATE	74
NOTE	6p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Educational Problems; Educational Research; Masters Degrees; *Minority Groups; *Program Development; *Teacher Education; *Urban Schools
IDENTIFIERS	*Distinguished Achievement Awards Entry

ABSTRACT

This article describes the Master of Arts Degree Program in Urban School Teaching (MUST), which was develped to serve the needs of inner-city schools with 85 to 100 percent minority enrollment. Twenty to 30 teachers from a school are selected for the graduate program that focuses on the problems and goals defined by each school staff. The school principal functions as an active coordinator and instructor in the program. Teachers are encouraged to work in teams in researching problems within their school and developing recommendations and programs based on their findings. The primary goals of MUST are to provide the skills, knowledge, and understanding to a school staff to enable them to resolve inner-city school problems. The completion of the MUST pilot program in three schools during the 1973-74 year showed the following results: (a) improved climate of the schools, (b) reduction in teacher turnover, and (c) improved student achievement. (Author/PD)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 098215

I. SUMMARY

MASTER OF ARTS IN URBAN SCHOOL TEACHING (MUST)

MUST is a thirty unit, one year, Master of Arts Degree Program in Urban School Teaching. It was developed to serve the needs of inner-city schools with eighty-five to one hundred percent minority enrollment. Twenty to thirty teachers from a school are selected and enrolled in a graduate program designed to focus on the problems and goals defined by each school staff. Teachers are encouraged to work in teams in researching problems within their school and developing recommendations and programs based upon their findings. MUST requires the participation and commitment of the school principal as an active coordinator and instructor in the program. Registration, textbook purchase, and classes are held on the school site with the Pepperdine University library and computer center serving as basic resource facilities.

The primary goals of the MUST program are to provide the skills, knowledge and understanding to a school staff to enable them to better resolve inner city school problems.

The completion of the pilot program in three schools during the 1973-74 year showed the following results: 1) improved climate of the schools, 2) reduction in teacher turnover, and 3) improved student achievement.

The current 1974-75 school year program, has seven schools, 125 teachers and 14 principals and co-leaders involved in the program. Formal procedures have been initiated to evaluate school climate and program assessment will also be made with teachers (as students), principals and the university staff on a pre-test/post-test basis.

It is anticipated that a program monograph will be written and available by September 1975.

SP008 545

II. DEVELOPMENT AND DESCRIPTION OF THE PROGRAM

MASTER OF ARTS IN URBAN SCHOOL TEACHING (MUST)

In the spring of 1973, teachers and principals from the inner-city area of Los Angeles (Watts) requested that Pepperdine University develop a graduate program which would provide the professional knowledge, skills, and understanding that would enable the faculties of their schools to improve the school climate and thereby enhance their school's educational programs.

This appeal came from many of the schools which had qualified in 1965-66 for ESEA Title 1 funds, and they had experienced a number of "packaged, teacherproof" educational programs. These efforts had shown limited results and had contributed to the frustration and discouragement of teachers. These pre-developed programs had been based on the premise that teachers must implement a "system" as prescribed or risk failure of the packaged approach.

Teachers and principals recognized the limitations and superficiality of this approach and expressed the need for inputs that would enable them to make the changes and develop the programs that would truly improve their schools.

The MUST Program was designed under the leadership of Dr. Arthur Adams, a former inner-city principal and recently a full-time faculty member of the Pepperdine School of Education. The MUST advisory committee is made up of teachers, principals, and staff from both the University and the Los Angeles Unified School District.

The pilot program was initiated in September of 1973. Two elementary schools and one high school were selected from the schools requesting the program. Twenty to thirty teachers in each school chose to participate in the program, at their own expense!

Preplanning and orientation meetings were held for the Pepperdine instructors and the school leaders. The goals and objectives of each of the schools were determined and became the focus for university instruction and for research action by the teachers in each school.

Consequently teachers were able to work on an advanced degree program that was held on their school site and focused on the objectives defined by their school staff.

The assumptions on which this program was developed are as follows:

1. The focus for educational improvement is the school as an interdependent community; administration, staff, pupils and the community (not teachers studying in isolation; nor the implementation of district wide programs).

2. Teachers working toward a Masters degree are motivated and rewarded if their academic work is directly relevant to their school's needs with the applied course work done by teams as well as by individuals.

3. The selected school principal is committed to the program and participates and provides leadership in planning, coordination, and instruction.

The responsibilities of the MUST program are to:

1. provide instructors that have expertise as well as experience in inner-city schools.

2. provide the knowledge, skill and understanding to enable teachers to analyze a) their own attitudes, abilities, and limitations, as well as b) the milieu in which they teach.

3. insure that instruction is planned and coordinated to reach the goals of a) the teachers as they perceive their needs, b) the principals as they perceive the school's goals, and 3) the university as it perceives the skills and knowledge needed by school staffs to become more effective.

DESCRIPTION OF THE MUST PROGRAM

The MUST Program consists of 30 semester hours in six block type courses. Three five-unit courses provide basic behavioral science content. These courses are: Introduction to Educational Research; Foundations of Urban Education; Teaching and Learning in Urban Schools. These classes are held on weekends and conducted concurrently for the entire school year.

Three four-unit, process-oriented courses are jointly developed by the University and the school co-leaders. These courses enable the staff to plan, coordinate, and evaluate their academic and professional activities. These courses

are: Educational Planning, Implementing Educational Innovation, and Evaluation and Assessment of Educational Programs. One class is scheduled to meet twice weekly for each trimester.

A three-unit research practicum provides the students with a vehicle by which they can communicate the results of their investigations, findings, and recommendations to: 1) their school, 2) the University, 3) to other schools in the area, and 4) parents and community.

PERSONNEL INVOLVED

1. University CORE INSTRUCTORS are selected on the basis of successful inner-city experience as teachers and/or administrators. Each instructor must have completed doctoral work relative to his/her teaching area.

2. The PRINCIPAL of each of the selected schools provides pre-program training and becomes an auxillary instructor for the university.

3. CO-LEADERS for each school are selected from the school staff to assist the principal in planning, coordination. instruction, and evaluation.

4. CONSULTANTS and professional experts are employed to supplement instruction and to provide in-depth coverage in specific areas jointly determined by the university and the students.

5. The PROGRAM COORDINATOR is responsible for all student records, instructional materials, facilities, and the coordination of the on-site classes.

6. The PROGRAM DIRECTOR is the program administrator and is responsible for budget, staff development, curriculum, and personnel.

MUST BUDGET SUMMARY 1974-75 (Second year)

Personnel Salaries	$62,532
Travel and subsistance	4,680
Instructional supplies library	2,107
Consultant Fees	9,200
Evaluation materials	500
Computer service	7,380
Meetings, promotion, printing	2,300
Clerical and other service	8,588
Postage, phone	355
TOTAL	$92,692

Note: Budget summary for 1973-75 Total $22,739 (Pilot Program First Year)

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

As a process model for University/School Staff development, the MUST program bridges the gap between traditional University education and the needs of inner-city public schools. MUST focuses on the problems faced by urban teachers and provides the resources necessary to them.

MUST provides a masters degree program that involves the principal directly as an instructor and coordinator and enables the teachers to work together with other staff members as part of research teams and be active participants in a school-wide effort to improve their school.

EVALUATION

The following quotes represent a general consensus of teacher and principal evaluation.

Teacher Evaluations:

"The program has provided a fine opportunity to study the theory behind our school programs and has given me the opportunity to conduct a research experiment in my own teaching situation."

"It provides up-to-date useful research which can be implemented in the classroom. Keeps teachers aware of new developments and approaches to education."

"The research practicum - I find it a hassle, but it will probably prove the most useful experience of the program."

"The opportunity for creative thought, expression, and research, has really promoted much professional and personal growth for me. It feels really good to have intellectual stimulation, discussions, and shared ideas for thought!!!"

"This program has made me aware of quite a few of my shortcomings as an educator."

Principal Evaluations:

"The MUST Program has helped to focus on specific problems at Washington High School, and also to find solutions to these problems. The school has benefitted greatly by this."

"Our meetings, both weekend and weeknight have brought the participants closer. This has produced a cooperative spirit to the group that can be utilized to raise morale of the entire faculty.

"The MUST Program at 75th Street School promoted a high level of morale because of the insights gained by class members and shared with the staff."

"The MUST Program has "jelled" a better team spirit. Teachers are beginning to make a change; they are helping, sharing, and talking to one another."

CONCLUSION

The results of the first year pilot program have encouraged Pepperdine to continue and double the program for the current year. This enthusiasm for the MUST Program is based on:

1. "School Climate" has been dramatically improved.

2. Professional and community interaction has increased.

3. Teachers have come to realize that they really can have a significant impact in their school's decision-making processes.

4. A greater commitment from the MUST participants to their schools and its programs has resulted in the reduction of teacher turnover.

5. "Real" inner city school problems have been resolved.